

Case Study

SCHOOL PROCESSES DATA

The ACHIEVE School is a Grade 3-5 school that houses a Magnet Program. We have 37 full time teachers, 2 curriculum facilitators-reading and math, 1 student advisor, and 1 technology coordinator. Thirteen special subject teachers rotate among the other elementary schools in the district. There are two custodians, 7 para-professionals (Special Ed.), one paraprofessional (Bilingual), one safety guard, and one part time library clerk. On September 5, 2002, enrollment was 368.

The ACHIEVE School has 24 classrooms. Four classrooms are divided by partitions to facilitate resource room, 3 special needs classes, 2 ESL pullout rooms, and 3 Bilingual classes. Two trailers are on the premises and are divided in half. One is used for two special education classes. The other is used by two speech teachers and by tutors. One library contains a librarian area plus tutoring station and an area for a resource teacher. An All Purpose Room is used as the gym, cafeteria, and for assemblies. There is a nurse station and an enclosed area for the student advisor. Special subject teachers provide art, music, world language, physical education, health, speech, and library services. Our students are involved in after-school soccer, volleyball, softball, cheerleading, computer club, homework club, Spanish tutoring, bilingual tutorial intervention and other academic and athletic activities.

Reading Program

- Initiated in 1999
- 90-minute reading block, plus daily tutoring
- Diagnostic, pre/post-tests & progress assessments are used for placement

Math Program

- Initiated in 2001-2002
- Balance between concepts and skills
- Real-world problem solving experiences
- 60-minute daily block
- Whole class, small team, and individualized activities

Science Program

- Thematic units with hands-on investigations
- Students make predictions, create models, conduct experiments, draw conclusions and reflect upon what they have discovered
- Science night with families & annual science fair

Technology Program

- 164 computers: 4-6 per classroom (2:1 ratio)
- Computers are multimedia, networked, and Internet accessible; multimedia teacher station w/ projection device
- Computer lab with 24 computers
- 75 Alpha Smarts used for word processing
- Teachers are given time to receive professional development and individual assistance

World Language Program

- Spanish taught in each classroom 30 minutes weekly, excluding bilingual classes
- Special needs students, except Behavior Disorder Class, are mainstreamed into the regular classes

Special Education Program

- Six self-contained classes and two resource teachers
- Approximately 17% of the school population is classified
- Teachers make referrals to the student advisor
- PAC meetings are held as needed
- Academic, social, and emotional testing by CST

Gifted/Talented Program

- GT program promotes higher level thinking skills
- Recommendations based on achievement, motivation, creativity, and leadership characteristics
- Fifteen percent of the students

Bilingual/ESL Program

- Five programs for non-English speaking children
- 22% of population in Bilingual/ESL/LEP programs
- Entrants are given a New Entrant Information Survey and a Home Language Survey
- Idea Proficiency Test (IPT) is administered
- Exit after 2 years in the program based upon consideration of multiple measures: (1) the IPT Test, (2) standardized test, and (3) teacher recommendation

Student Advisor

- Addresses factors interfering with students' learning
- Four program components: Student attendance, school-based interventions, parental involvement, and community services integration

Extended Year

- Students who are reading below grade level and/or scored partial proficiency on a math assessment evaluation are placed in summer program
- Summer academic enrichment camp offered
- Annual survey used to assess and modify the program

2002-2003 Parent Involvement

- Among the family activities are Open House, Parent Teacher Conferences, Project Talk for Parents, PTO, Book Fair, Reading Night, workshops on reading and math, Spanish Classes for ELL Adults, parenting workshops, Thanksgiving Celebrations.
- Currently 2-3 parents serve on the Principal's Advisory Committee.
- Notices are sent to families written in Spanish and Portuguese. Parents are given assistance, in their language, at the time of enrollment or with communication needs.
- Parent and Community volunteers serve in various school committees; parents help as Volunteer Listeners for students' reading homework, Bilingual program events and PTO initiatives.
- Health clinics provide screenings, vision services and immunizations; local hospitals receive our mental health referrals.

2005 Performance Targets



LAL	75%
2002 ESPA Total Pop	65%
Mathematics	62%
2002 ESPA Total Pop	38%
Attendance	94%
2002 Attendance	96%

Table 1.1 Student Enrollment as per ASSA (10/15) count

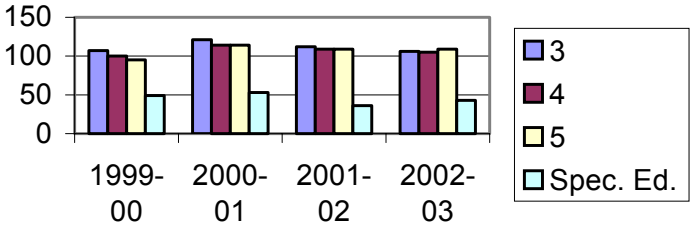


Table 1.6 Student Enrollment by Program as of 3/30/03

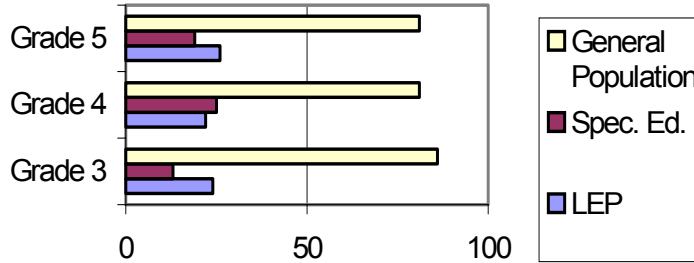


Table 1.6 Student Enrollment by Program (3/30/03)

	Grade 3		Grade 4		Grade 5		
Program	M	F	M	F	M	F	Total
LEP	12	12	14	8	16	10	72
Spec. Ed.	10	3	11	14	18	1	57
Gen.Population	51	35	39	42	44	37	248
Total	71	51	61	59	72	49	363

Table 3.8 Class Size 2002-03

Grade 3	18
Grade 4	21
Grade 5	22
Special Education	7

Achieve Elementary School
1000 Main Street
Proud, New Jersey 00001

Case Study

DEMOGRAPHIC DATA

2005 Performance Targets **LAL** **75%**
2002 ESPA Total Pop **65%**



Mathematics **62%**
2002 ESPA Total Pop **38%**
Attendance **94%**
2002 Attendance **96%**

Table 1.2 Ethnic Distribution from 1999 to 2003

	Total	White	Black	Hispanic	American Indian/Alaskan Native	Asian/Pacific Island
1999-2000	405	202	107	93	1	2
2000-2001	402	204	104	89	2	3
2001-2002	366	169	104	88	2	3
2002-2003	363	105	105	173	0	2

STUDENT DATA

Table 1.4 Economic Distribution of Students by Grade, Gender, And Ethnic Groupings—Number Eligible Free/Reduced Meals

Grade	White		Black		Hispanic		American Indian Alaskan Native		Asian/Pacific Island		Total
	M	F	M	F	M	F	M	F	M	F	
3	11	9	12	6	27	26	0	0	0	0	91
4	14	11	10	16	26	18	0	0	0	0	95
5	9	12	18	9	35	18	0	0	0	0	101
Total	34	32	40	31	88	62	0	0	0	0	287

Table 1.7 ELL Distribution by Grade Level & Economic Status

	Grade 3		Grade 4		Grade 5		Total
	M	F	M	F	M	F	
ELL Students	12	12	14	8	16	10	72
ELL Students Eligible for Free or Reduced Lunch	11	12	13	5	16	9	66

Table 1.5 Student Attendance Percentages For The Last Five Years

1998-99 94%	1999-2000 95%	2000-2001 95%	2001-2002 95%	2002-2003 as of 10/15 95%
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Enrollment has declined from 1999-2000 by about 10%. Special education represented 12% of the population in 2000, 13% in 2001, 10% in 2002 and 12% in 2003. Of total population, 29% are white, 23% are black and 48% are Hispanic. Achieve School houses the bilingual program for grades 3-5 in the district. These students remain in the school after they are mainstreamed.

Table 1.10 Student Mobility Rates 2000-02

Year	Student Mobility
1999-00	26%
2000-01	17%
2001-02	15%

Table 1.3 Gender and Ethnic Distribution by Grade Level 2002-03

Grade	White		Black		Hispanic		American Indian/Alaskan Native		Asian/Pacific Island		Total
	M	F	M	F	M	F	M	F	M	F	
3	20	12	7	10	29	27	0	0	1	0	106
4	18	15	9	10	27	26	0	0	0	0	105
5	14	19	12	11	31	21	0	0	0	1	109
Spec. Ed.	5	2	16	8	11	1	0	0	0	0	43
Total	57	48	44	39	98	75	0	0	1	1	363

Table 1.8 Special Education Distribution by Grade and Program 3/30/03*

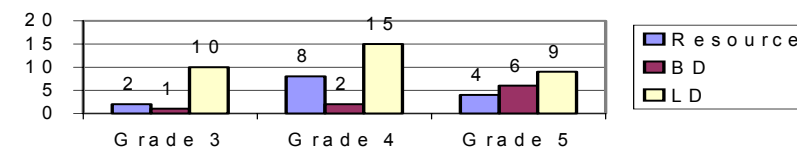


Table 1.11 Student Suspension Rates (2000—3/2003)

Year	Student Suspensions
1999-00	3%
2000-01	10%
2001-02	9%
2002-03*	2%

STAFF DATA

Of 52 staff members, 73% have 3 or more years' experience. Female staff comprise 87% of total staff. In 2002-03, 22% of staff is new. Of new staff, 13% are first year teachers and 9% have more than 3 years of experience. Staff attendance has declined in the past two years due to pregnancies and medical leaves.

Table 3.1 New and Experienced Staff (2002-2003)

Grade	Newly Hired	1 yr	2 yrs	3 yrs	More than 3 yrs	Total
Grade 3 teacher	0	1	1	0	6	8
Grade 4 teacher	3	0	0	1	3	7
Grade 5 teacher	1	2	1	0	3	7
Curriculum facilitators & Student Advisor					3	3
Tutors	1				5	6
Special Area Teachers	1				12	13
ESL teachers	2				3	5
Speech teacher					1	1
Resource Room teacher					2	2
TOTAL	8	3	2	1	38	52

Table 3.3 Staff Ethnic and Gender Distribution

Year	White		Black		Hispanic		American Indian/Alaskan Native		Asian/Pacific Island		Total
	M	F	M	F	M	F	M	F	M	F	
2002-03	5	36	1	5	1	4	0	0	0	1	53

Table 3.4 Staff Attendance

Year	1999-00	2000-01 *	2001-02 *
%	97%	91%	91%

*Staff attendance has shown a decline in the past two years due to pregnancies and medical leaves.

Table 3.5 Staff Mobility

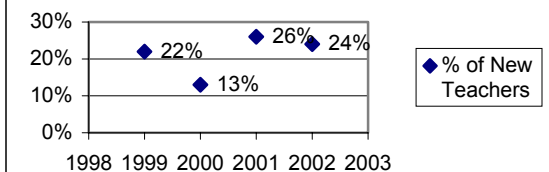


Table 3.6 Certification

Certificates	Highest Levels of Education			
	99-00	00-01	01-02	02-03
CEAS/ CE				4%
BA/ BS	74%	74%	72%	52%
MA/ MS	26%	26%	28%	42%
PhD/ EdD	0%	0%	0%	2%

New Jersey Department of Education

The data represented here are taken from a New Jersey public school

Case Study

ACHIEVEMENT DATA

2005 Performance Targets



LAL	75%
2002 ESPA Total Pop	65%
Mathematics	62%
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Attendance	94%
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ESPA LAL

Table 2.1 State ESPA Assessment in Language Arts Literacy—General Population

Spring of	Total Students	Partial Proficient	Proficient	Advanced Proficient
1999	78	83%	17%	0%
2000	73	63%	37%	0%
2001	81	42%	56%	3%
2002	75	35%	64%	1%

LAL increased 20% the first year, 21% in the second year, and 8% in the third year for the general population.

Table 2.1 State ESPA Assessment in Language Arts Literacy—Special Education

Spring of	Total Students	Partial Proficient	Proficient	Advanced Proficient
1999	22	100%	0%	0%
2000	38	97%	3%	0%
2001	23	87%	13%	0%
2002	20	85%	15%	0%

The special education students have achieved a yearly percentage gain of 3% in 2000, 10% in 2001 and 2% in 2002.

ESPA MATH

Table 2.2 State ESPA Assessment in Math

	Total Students	Partial Proficient	Proficient	Advanced Proficient
1999	79	72%	27%	1%
2000	72	68%	29%	3%
2001	80	55%	41%	4%
2002	75	61%	29%	9%

The general population had a yearly percentage gain of 4% in 2000 and 13% in 2001, and a decrease of 7% in 2002.

Table 2.2 State ESPA Assessment in Math—Special Ed

Spring of	Total Students	Partial Proficient	Proficient	Advanced Proficient
1999	22	82%	18%	0%
2000	38	92%	8%	0%
2001	23	74%	26%	0%
2002	20	60%	30%	10%

Special Ed students achieved a yearly percentage loss of 10% in 2000, a gain of 18% in 2001, and a gain of 14% in 2002.

OTHER MEASURES

Table 2.3 Percentages of Students Reading on or Above Grade Level Using End of the Year Placement

Year	1999-2000	2000-2001	2001-2002
Grade 3	27%	27%	32%
Grade 4	28%	21%	26%
Grade 5	19%	14%	25%

Table 2.9 2001-2002 Math Data

Grade	Below Proficient	Proficient	Advanced Proficient
3 rd	38%	62%	0%
4 th	28%	68%	4%
5 th	6%	90%	4%

Table 2.9 depicts end-of-the-year results of our math program. Averages were compiled using students' grades from each unit, averaged at the end of the year. 2001-2002 was the first year implementing the math program.

Table 2.14 Terra Nova 2003 Results—5th Grade

National Percentile				District
Subject Area	General Population N=77	LEP N=20	Special Education N=19	General Population N=280
Reading	41	27	27	54
Language	42	40	18	57
Math	44	52	28	59
Total Battery	42	44	25	59

At or above national norm

Limited English Proficiency Students

In 2001 ESPA, of 117 fourth grade students, ten of the LEP students were assessed. Ten of these LEP students scored in the partially proficient category and zero were proficient. In 2002, of the 118 students, three of the LEP students were assessed. One of those students scored in the partially proficient category and two were proficient.

New Jersey Department of Education

The data represented here are taken from a New Jersey public school

READING 2002-2003 (as of 3/30/03)—SRI & Gates MacGinitie assessments were used to determine grade level in reading.

Total Population:

- 69% of student population (excluding Special Ed and LEP) receive free or reduced meals. 100% of special ed students receive free or reduced meals.
- Of that 69%, 23% are white, 29% are black, and 46% are Hispanic.
- Of 144 students reading on grade level, 27% are white, 19% are African American, and 31% are Hispanic.

Third Grade:

- Of 113 3rd grade students, 67 (57%) are reading below grade level.
- Of those 67 students, 57 (85%) of them receive free or reduced meals.

Fourth Grade:

- Of 121 4th grade students, 91 (75%) are reading below grade level.
- Of those 91 students, 77 (85%) of them receive free or reduced meals.

Fifth Grade:

- Of 121 5th grade students, 89 (72%) are reading below grade level.
- Of those 89 students, 78 (88%) of them receive free or reduced meals.

Table 2.10 2002-2003 Math Data (as of April, 2003)

Class	Class Avg Grade	Percent Advanced Proficient	Infused in Classroom
3 rd Regular	73%	0%	Bilingual
3 rd Regular	76%	0%	Pilot math*
3 rd Regular	87%	24%	Pilot math*
3 rd Regular	76%	13%	Inclusion
			Sp. Education
3 rd Regular	71%	0%	
3 rd Regular	69%	21%	Pilot math, ESL
4 th Regular	85%	13%	
4 th Regular	76%	8%	Pilot math, Bilingual
4 th Regular	64%	0%	Pilot math, Inclusion
			Sp. Education
4 th Regular	78%	9%	Pilot math
4 th Regular	79%	0%	Pilot math, ESL
5 th Regular	73%	0%	
5 th Regular	82%	13%	
5 th Regular	83%	11%	Inclusion
			Sp. Education
5 th Regular	85%	8%	Bilingual
5 th Regular	80%	6%	Pilot math, ESL

*Classes piloting a new math computer program, initiated in 2001-2002

These data are a composite of teachers' Unit Grade Sheets and end-of-unit tests. The chart shows which classes have a high inclusion rate and if classes are ESL or bilingual.

MULTIPLE MEASURES OF STUDENT ACHIEVEMENT IN ACHIEVE SCHOOL

Reading/LAL Assessments:

ESPA (4th grade), Terra Nova (5th grade), pre-test and post-test (grades 3, 4 and 5), Gates MacGinitie Assessment (all grades).

Math Assessments:

ESPA (4th grade), Terra Nova (5th grade), Unit Grade Sheets/unit tests—composite (all grades), students' end-of-unit grades—averaged (all grades).

Case Study
PERCEPTION DATA

2005 Performance
Targets



LAL	75%
2002 ESPA Total Pop	65%
Mathematics	62%
2002 ESPA Total Pop	38%
Attendance	94%
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2003 Parent Survey Responses

One hundred ninety six (196) parents out of 360 returned the surveys, which represents 54% of the school population. Surveys were sent home in Spanish, English, and Portuguese.

1. My child’s teacher expects quality work of the students. 88 Agree 69 Disagree
2. I know what my child’s teacher expects of my child. 137 Agree 55 Disagree
3. In Reading is your child in: (Please check one)
17 Below grade level 131 On or above grade level 50 I do not know
- 3a. Is your child enjoying the reading program? Yes 189 No 8
4. Are you aware of the home responsibilities of the reading program?
(Example: 20 minutes of home reading daily.) Yes 194 No 5
5. Are you familiar with your child’s math program? Yes 178 No 24
6. Are you aware of the home responsibilities of the math program? Yes 172 No 16 Sometimes 1
- 6a. Do you use the parent information section of the math homework? Yes 137 No 43
7. Do you feel you need more information on how to help your child at home with
Reading? Yes 70 No 113
Math? Yes 88 No 110
8. What topics would you like offered for parent workshops?
20 Physical Education Health 35 Technology 26 Social Studies
25 Science 23 Parenting Skills 37 Art
39 World Language 28 Music 13 Multicultural Diversity 8 Other
9. What time would you prefer for parent workshops? Morning 18 Afternoon 27 Evening 102



Brainstorm possible reasons for the achievement gaps among subgroups:

- Using perceptual data
- Using demographic data
- Using school processes data
- Using student achievement data
- Using cross-sections of data